



## Cal State East Bay Five-Year Program Assessment Plan Guidelines and Template

Approved by EEC 3-7-19; approved by CAPR 3-21-19; example updated August 2024

### Purposes of Five-Year Program Assessment Plan

- Demonstrates the interconnectivity between curriculum development, classroom instruction, and assessment.
- Shows where learning outcomes are fostered in a program.
- Is used by college programs for planning for their required academic *Annual Report* as guided by the [Committee on Academic Planning and Review \(CAPR\)](#) to demonstrate self-evaluation and curricular revitalization and to make decisions about program, faculty and student needs, resource allocation, and management. *Annual Reports* support *Five Year Program Reviews*.
- Is required by the University and the CSU as part of an application for a new course or program. Is required in the *Five-year Program Review* by CAPR to outline the plan for the next five-year cycle of program assessment.
- Is required by the [California State University Chancellor’s Office](#) and [WASC Senior College and University Commission](#) to demonstrate the University is meeting CSU standards and regional accreditation standards.

### Guidelines for Completing Five-Year Program Assessment Plan

"Name of Program"									
a	b	c	d	e	f	g	h	i	j
PLOs	ILOs aligned? Y or N. (If Y, list ILO. Min. 2 for every program)	Identify required course name and # to be assessed	Identify one or more SLO that aligns to PLO	Identify activity to assess SLO(s) (e.g., lab experiment, paper, etc.)	Assessment instrument	How data/ findings will be reported (quantitatively or qualitatively)	Designated personnel to collect, analyze, and interpret SLO data	Dissemination schedule for Program data/ findings	Identify how data will be used

**"Name of Program"** Identify name of program (e.g. Bachelor of Science in Business Administration)

**a. PLOs:** Identify the PLO being assessed. Every PLO is to be assessed for mastery at least once every five years. PLOs identified as mastered (M) and assessed (A) on the Curriculum map are normally included in the *Five-Year Curriculum Assessment Plan*. There must be at least one assessment listed for every PLO mastered, but there may also be more.

**b. ILOs:** Identify the relevant ILOs. As per [Academic Senate](#) policy, every program should align to a minimum of two ILOs. If no ILO aligns, enter N in the box. If yes, enter the ILO.

**c. Required Course:** Identify the required course name and number in which the assessment is administered. Required courses are the core courses.

**d. SLOs:** Identify the course student learning outcome(s) that align to the PLO and the assessment activity (assignment). Determine if SLO(s) originally planned still align to PLO.

**e. Activity to assess SLO:** Identify the activity or assignment being assessed such as a presentation, project, performance, computer simulated task, analytical paper, case study, portfolio, critique, policy paper, product, exhibition, poster, skill demonstration, comparative analysis project, thesis, or dissertation. Learn more about what assessment of student learning is [here](#).

**f. Assessment Instrument:** Identify the instrument(s) used to score or evaluate an assessment activity such as a rubric, observational checklist, performance assessment, or qualifying or comprehensive examination exam/review/evaluation (faculty, peer, juried, clinical)

**g. How will data be reported?**

- Quantitative: Number/percentage of those scoring at or above 4.0 on a 5.0 point scale on the assessment used to measure mastery of a specific SLO;
- Quantitative: Number/percentage of students scoring at the highly-proficient level;
- Qualitative: Instructor observational narrative that includes analysis and findings to qualitatively show trends and patterns;
- Qualitative: Mean scores of all who exhibited desired traits or behaviors on an observational checklist.

**h. Designated Personnel:** Identify person(s) responsible who will collect, analyze, and interpret student learning outcome data. This may include a faculty committee, assessment coordinator, or college administrator who assumes responsibility for data collection, analysis, and interpretation.

**i. Dissemination Schedule for Program Data/Findings:** The frequency of disseminating data to identified stakeholders (program director, department chairs, faculty, external accrediting bodies, etc.) and to CAPR.

**j. How will data be used?** Include anticipated ways data may be used to “close the loop” - how will data will be used to respond to issues or areas of concern? In the annual report of assessment results, programs will provide a narrative discussion of assessment results, analysis of those results, and any changes made as a result. This may include curriculum changes, pedagogy changes, refinements to PLOs or course SLOs, etc

**Example: Not Intended to be fully accurate**

**Public Health Long -Term Assessment Plan**  
PROGRAM LEARNING OUTCOMES (PLOS)

Students graduation with a BS Degree in Public Health from Cal State East Bay will be able to:		ILO Alignment
PLO 1	Use knowledge and skills to provide effective, necessary, and appropriate health services and public health interventions in diverse and multicultural communities.	Diversity
PLO 2	Work effectively on a team in health and health care.	Collaboration
PLO 3	Act ethically and responsibly.	
PLO 4	Use critical thinking, knowledge, and expertise to address complex challenges in health and health care.	Critical Thinking
PLO 5	Apply population perspectives in the health professions.	
PLO 6	Apply knowledge of the role of the environment and of climate change in human health in ways that improve population health and sustainability.	Sustainability

<b>Academic Year 2024-5</b>	
<i>Which PLO(s) to assess</i>	PLO 4
<i>Is it aligned to an ILO?</i>	Critical Thinking
<i>Course name and number</i>	PH 499
<i>SLO from course</i>	SLO 3
<i>Assessment activity</i>	Student papers from final assignment
<i>Assessment Instrument</i>	Critical Thinking and Reasoning rubric
<i>Responsible person(s)</i>	PH Curriculum Committee
<i>Strategies on reporting (how, to who)</i>	Quantitative results data to be reported in departmental CAPR annual report and faculty meetings
<i>Strategies on closing the loop</i>	Based on assessment results, faculty meeting discussions on improving curriculum design or pedagogy
<i>Time (which semester(s))</i>	Spring 2025

While you can use another layout, the template below developed by Danika LeDuc in the College of Science meets the criteria for an assessment plan.

**XXX Long term assessment plan**

**PROGRAM LEARNING OUTCOMES (PLOS)**

Students graduating with a <b>X.X. XXX</b> degree from Cal State East Bay will be able to:		I.L.O. Alignment
a		
b		
c		
d		
e		

Year 1: <b>XXX</b>	
1. Which PLO(s) to assess	
2. Is it aligned to an ILO?	
3. Course name and number	
4. SLO from course	
5. Assessment activity	
6. Assessment Instrument	
7. Responsible person(s)	
8. Strategies on reporting (how, to who)	
9. Strategies on closing the loop	
10. Time (which semester(s))	